ENVH 428/528 LEADERSHIP IN PUBLIC HEALTH
Spring 2025

CONTACT INFORMATION

Instructor: Hilary Godwin *(she/her)*, Dean of the UW School of Public Health and Professor of Environmental and Occupational Health Sciences
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Office hours: Mondays, 3:30-4:30 pm PDT at https://zoom.us/j/9056654846

Facilitator: Juanita Ricks *(she/her), Assistant Dean for Students*
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Office hours: Fridays, 8-9 am PDT at https://washington.zoom.us/my/juanitaricks

Course times and locations
Discussion: 5-6 pm on Mondays in HSEB 424

LAND ACKNOWLEDGEMENT
The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

ILLNESS PROTOCOLS AND SAFETY
If you feel ill or exhibit respiratory or other symptoms, you should not come to class. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email. Follow the COVID-19 Public Health Flowchart if you have COVID-19 symptoms, exposure or test positive, and adhere to the UW Face Covering Policy.

Additional recommendations include getting your annual flu shot and getting boosted with the updated COVID vaccines (available at clinics and pharmacies, as well as through UW Medicine and local health agencies).

Please check your email and CANVAS announcements daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is unable to attend in person, we will send all registered students an email and/or post a CANVAS announcement with a Zoom link for remote instruction or a plan for making up the class.

COURSE DESCRIPTION
Leadership in Public Health" (ENVH 428/528) is the third quarter in a three-quarter sequence designed for students who are serving on the School of Public Health Dean's Advisory Council of Students (DACS). Whereas fall quarter focused on development of personal leadership skills and acumen and winter quarter focused on leading others in academic settings, spring quarter (this quarter) focuses on leading others in practice/community contexts.

ENVH 428 is designed for undergraduate students (juniors and seniors) and ENVH 528 is designed for graduate students (masters and doctoral students). Students are expected to serve on DACS for a minimum of three consecutive quarters and register for the relevant course in the series each of those quarters.

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This course is aligned with the following Council on Education for Public Health (CEPH) MPH Core Competencies:
- D2-16 Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- D2-18 Select communication strategies for different audiences and sectors
- D2-21 Perform effectively on interprofessional teams

This course also helps to reinforce competencies that undergraduate students in majors in the school of public health receive through their core coursework related to public health communication (D11-1) as well as promoting skills in advocacy, critical thinking, networking professionalism, teamwork and leadership.

COURSE LEARNING OBJECTIVES
After completing this course, students will be able to:
- Identify how Public Health 3.0 is reflected in the curriculum for their own program and opportunities to build out expertise that will prepare them for the role of "Chief Health Strategist"
- Succinctly describe their interests and goals to someone from the public health practice community;
- Compare and contrast challenges faced by leaders in different contexts.

    Graduate students should additionally be able to:
    - Lead classroom discussions with visiting leaders

REQUIRED TEXTBOOKS & READINGS

There is not a required textbook for this course, but short readings will be distributed via the course website in advance. Students are expected to read these materials in advance, respond to prompts about the readings via the class discussion board (on Canvas) and be prepared to discuss in class.

GRADING

This class is offered credit/no credit. Each student is required to score 75% of the total points by the end of the course to successfully pass this course.

There are three types of assignments (worth 90% of the grade) plus participation points (worth 10% of the grade):
- Responses to prompts about required readings (worth 20% of total grade)
- Group Activity (worth 20% of grade)
- Peer-Evaluation (worth 10% of grade)
- Review & Connections or Synthesis & Reflection (worth 20% of total grade)

Respond to prompts about required readings (20%). Required readings (typically a short article related to the topic to be covered) will be posted on the course website along with prompts that students should respond to. Students must post their responses to the prompts on Canvas by midnight on the Friday before the class session where the reading/topic will be discussed to receive credit. Students should respond to all 4 of the prompts during the quarter, with each response counting as 5% of the total grade for the course.

Group Activity (40%). Groups are expected to continue working on the project that they identified in the fall and were working on in the Winter

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In the spring quarter, each team will need to submit four different deliverables:
- Detailed list of who is responsible for what, when for spring (5% of grade)
- Detailed description of Assessment or Implementation Approach (5% of grade)
- Team Presentation (each team member is expected to participate in preparation and delivery via Zoom during the class session on 5/23) (10% of grade)
- Final project report (10% of grade) and deliverables (10% of grade)

Peer-Evaluation (10%). All students must send peer affirmations to the individuals that they worked with on the group activity and cc the instructors on their emails.

Final Reflection (20%).
  A. ***For ENVH 428 students only: Review & Connections (20%)***. One page summary (single-spaced, 12 point font) of the most important lessons that you learned from the course this quarter and how they are relevant to your ability to be successful in your other courses/ program in the School of Public Health and your career goals. Refer to content from presentations, discussions and readings.
  B. ***For ENVH 528 students only: Synthesis & Reflections (20%)*** One page synthesis (single-spaced, 12 point font) of the overarching themes covered in the course this quarter and how they are relevant to your own professional development. Refer to content from presentations, discussions and readings. Suggest 2-3 ways that concepts discussed in this class could be used to design interventions to improve our school.

Participation (10%). Students are expected to attend at least 7 of the 9 sessions in person and to participate actively in discussions. Please make an effort not to miss class sessions that are set aside for group work or presentations and notify your teammates in advance if you are not able to be present. To get participation credit for attending a class session, you are expected speak at least once during each session. Individuals who have approved accommodations that allow them to participate in classes remotely should ideally work with DRS to notify the instructor of their accommodations prior to the beginning of the quarter. If you have prior approval from the instructors to participate by Zoom, you are expected to have your video on for the majority of the class and respond to check-ins using the chat function. If you have a personal reason why you cannot have your video on for a specific class session (e.g., you have bad connectivity or are just having a bad day), please message the instructor in the chat at the beginning of class.

IMPORTANT POLICIES & RESOURCES

Academic Integrity

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-121). We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct.

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Use of Generative Artificial Intelligence in Coursework

In this class, you are permitted to use AI tools to assist you in gathering information, writing drafts, and revising your writing. If you choose to use generative AI tools for an assignment in this class, you are required to do the following. These activities are meant to a) encourage your development of appropriate attribution skills, b) reflect upon how generative AI is contributing to or harming your learning, and c) protect you in the event of an Academic Misconduct investigation.

1) Use track changes to demonstrate how much of the written product was written by generative AI, and how much was written by you.
2) Maintain a history within the AI tool of your prompts and outputs (for example the chat history in ChatGPT).
3) Provide a written statement at the end of any assignment in which AI was used that includes the following:
   a) A description of how you used generative AI in the assignment or project.
   b) A description of how you verified outputs were correct or true.
   c) A reflection on how using generative AI tools befitted you or potentially harmed the learning goals of the assignment.
   d) An attestation that you did not put any protected data into an AI tool during your completion of the assignment; including copyrighted materials, the intellectual property of others (including papers written by others, or the text of your instructor's assignment instructions), research or study data, interview transcripts, or personal information of others.

Access and Accommodations

Your experience in this class is important to us. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu.

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/).

Inclusion & Diversity

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, we are expected:

1) To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2) To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3) To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Classroom Climate

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance ourselves from each other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

The following guidelines can add to the richness of our discussion:
- We assume that persons are always doing the best that they can, including the persons in this learning environment.
- We acknowledge that systematic oppression exists based on privileged positions and specific to race, gender, class, religion, sexual orientation, and other social variables and identities.
- We posit that assigning blame to persons in socially marginal positions is counter-productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- While we may question or take issue with another class member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experiences, value system, or construction of meaning.

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- We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth.
  [Adapted from Lynn Weber Cannon (1990). Fostering positive race, class and gender dynamics in the classroom. *Women Studies Quarterly, 1 & 2, 126-134*.]

We are a learning community. As such, we are expected to engage with difference. Part of functioning as a learning community is to engage in dialogue in respectful ways that supports learning for all of us and that holds us accountable to each other. Our learning community asks us to trust and take risks in being vulnerable.

Here are some guidelines that we try to use in our learning process:

- LISTEN WELL and be present to each member of our group and class.
- Assume that I might miss things others see and see things others miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Extend the same listening to others I would wish them to extend to me.
- Surface my feelings in such a way that I make it easier for others to surface theirs.
- Regard my views as a perspective onto the world, not the world itself.
- Beware of either-or thinking.
- Beware of my assumptions of others and their motivations.
- Test my assumptions about how and why people say or do things.
- Be authentic in my engagement with all members of our class.

Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So we invite everyone to share their pronouns.

Student Concerns

The Office of the Dean has a student concern policy, a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report concerns because they do not know where to go. Students are encouraged to report any concerns to someone they feel comfortable with, including instructors, advisers or department staff. They can email dcinfo@uw.edu for immediate follow up. Student concerns can be anonymously and confidentially reported via the online form found here: https://sph.washington.edu/about/diversity/bias-concerns. Data is collected by the Assistant Dean for EDI and the Assistant Dean for Students and tracked for resolution and areas are identified for further training.

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Sexual Harassment

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:
1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
   o Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
   o Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.
2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, the University has designated offices to help you: SafeCampus; Office of the Ombud; Title IX Investigation Office; and University Complaint Investigation and Resolution Office.

Safety

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

Health & Wellness Support

We need to take care of ourselves inside and outside of class. Start with the Husky Health and Well-Being site for a comprehensive list of Husky Health and wellbeing supports on campus, including: food assistance, substance use, and getting connected to support at https://wellbeing.uw.edu.

For support within the School of Public Health, you can reach out to Jen Nguyen (jenquan8@uw.edu), advisors, or your instructors for additional support. Additional mental health support is available through the UW Counseling Center at 206.543.1240 or by going to https://www.mentalhealth.uw.edu.

UW also offers real-time and confidential connection to Licensed Mental Health counselors 24/7 through the Husky HelpLine at 206.616.7777 as well as through chat through the website: https://wellbeing.uw.edu/huskyhelpline/.

COURSE SESSION SCHEDULE

Spring 2025				
	Class Session	**Topic in Class**	**Assignment Due Date**	**Assignment Topic**
Week 1	31-Mar	Reflections from winter	4-Apr	**Individual:** Reflections on working as a team - stop, start, continue
Week 2	7-Apr	Team work: Assessment or Implementation	11-Apr	**Team:** Detailed work plan for spring
Week 3	14-Apr	Guest public health leader: Former WA Secretary of Health Umair Shah (Dinner from 6-7)	18-Apr	**Individual:** Draft elevator pitch
Week 4	21-Apr	Elevator pitches	25-Apr	**Individual:** Reflection on resilient organizations
Week 5	28-Apr	Resilient organizations discussion	2-May	**Individual:** Reflection on public health 3.0
Week 6	5-May	Guest public health leader: Heidi van Rooyen (Dinner from 6-7)	9-May	**Team:** Detailed description of Assessment or Implementation Approach
Week 7	12-May	Team work: Preparation for presentations	16-May	
Week 8	19-May	Presentations on final projects/accomplishments	23-May	**Team:** Presentation (upload)
Week 9	26-May	University Holiday – no class	30-May	
Week 10	2-Jun	End of year party	6-Jun	**Team:** Final project report and deliverables; **Individual:** End of year reflection and peer thank you notes